



# UNIVERSITAS MUHAMMADIYAH SEMARANG

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Semarang, 2 Maret 2022

Dekan,



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A stylized human figure composed of white and yellow lines, with a green dot for a head and yellow leaves for hair. The figure is surrounded by a network of white and yellow lines, some ending in dots, suggesting a digital or technological theme. The background is a dark blue gradient with a faint network pattern.

# EMBRACING SOCIETY 5.0 WITH HUMANITY

Editor: Diah Karmiyati

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## Embracing Society 5.0 with Humanity

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***Embracing Society 5.0  
with Humanity***

## ***Embracing Society 5.0 with Humanity***

Society 5.0 is a concept presented by the Japanese as a core concept of their economic system. They believed that technology should not surpass the intelligent of men. As such, in society 5.0 the Japanese government would like to ensure that all technological things are designed to be a human-centered design. In fact, their ministry of education in 2018 has also been readily prepared the future generation through a change in their education system. For example, the minister explains that in Japan, or many parts of the world, university entrance are divided into two main concentrations, which are science and social science. The minister thought of changing the system, as society 5.0 is about creating a technology that is human centered. For instance, they gave an example on designer babies. If, people from hard science learn about philosophy, ethics, and humanities, they won't face such ethical concern when developing a product. This is what is being envision by the Japanese government for their younger generation. Collaboration between science and social science is necessary to build a better environment for our future children. Another example is the companies in Japan, such as Hitachi and Fujitsu has already been implementing this 5.0 by designing product that relied fully on technology but puts human at its center (Hitachi, 2017).

Likewise, it is currently a hot topic in Indonesia. Indonesia as a country with the 4<sup>th</sup> largest population in the world has not been implemented this concept. Our country is still on the industry 4.0. Yet, with the rising interest in AI, Blockchain, NFT, number of unicorn start-up. and all recent technological changes, our country are ready to compete with any other countries in Southeast Asia. Society 5.0 is coming, and we need to embrace it. To prepare with the society 5.0, It is not only the technological side. It is necessary for us to have a strong principle at hearts that based on our belief system. We, as an Indonesian have known to be religious that most of us believed in God. We also commonly practice our religion and tend to be kind to people because we know God would love our good deeds. I personally think that this will help us to move forward and live together with advanced technology.

Technology begets a very important leap in human's life journey. It is important to keep valued of the benefit but it's more important to look out for the human itself. As its purpose is smarter than us, to help us, it will be very ideal if we embrace the technology using our ability to be kind.

Malang, 21 Maret 2022

**Diah Karmiyati**

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# The Online Learning Resources in Mastering Listening Comprehension: Students' and Teachers' Perspectives

Dodi Mulyadi<sup>21</sup>

## Introduction

The internet is widely used in daily life, including education. Internet technology enables students to maximize their learning potential by providing a flexible, practical, and multifaceted online education platform. Utilizing the internet in education can be accentuated in the use of myriad online learning resources. Online learning resources in English language learning have simplified the process of acquiring English language competency by tailoring this technology to individual needs [1].

Using online learning resources to support students' interaction and knowledge production and encouraging collaborative learner autonomy has been shown to be beneficial [2]. English as Foreign Language (EFL) instruction is no exception in society 5.0, and the influence of the covid 19 pandemic, the concept of learning EFL through the internet has become the primary mode of instruction. Online learning resources using the internet have become an inseparable part of the successful learning process either inside or outside the classroom. It has long been understood that the internet, computers, and mobile devices should assist students with their EFL learning [3].

Listening ability is a necessary skill when studying EFL. Despite the fact that listening is generally viewed as a passive skill, listening takes a significant role in everyday conversation [4]. However, English teachers and instructors sometimes disregard listening instruction. While listening comprehension has a substantial impact on an individual ability to communicate successfully. Numerous previous studies have analysed listening, but only a few have explored resources for encouraging autonomous listening classroom instruction suited to learners' preferences.

Students' preferences for online listening resources can assist them in gaining more autonomy in their English learning materials

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both in and out of class. Several studies have been undertaken to ascertain students' perceptions or experiences with listening learning resources [5], [6]. However, research exploring students' and instructors' perceptions of enhanced autonomy in listening learning is comparatively scarce. Thus, I investigated the relationship between the concept of autonomy in listening learning and online learning resources from the perspectives of both students and instructors in this study.

The following are the two primary research questions investigated in this study.

1. How do EFL learners perceive online learning resources in mastering listening comprehension in an online learning context?
2. How do EFL teachers perceive online learning resources in mastering listening comprehension in an online learning context?

### **Research design and Instruments**

This study taking place between September and November 2021 employed a mixed-methods approach, distributing a questionnaire and conducting a semi-structured interview. A questionnaire was administered using an open-ended question about EFL learners' experiences in utilizing online learning resources in mastering and developing their listening abilities. Furthermore, semi-structured interviews were gathered to elicit more detailed information and ascertain the rationale for selecting learning resources. Subsequently, two experts validated this interview protocol before administering them to participants.

### **Research procedure**

The questionnaire was piloted with 15 English language students and two EFL teachers at a private university in Semarang. It was undertaken to ascertain the data's validity and reliability. The content and improvements in the use of linguistics, resources, and trends in listening instruction were validated through expert validation. Two senior academics evaluated the content validity of blended learning practices by evaluating all categories and indicators, followed by the reliability, which was determined to be between 0.84 and 0.96. As a result, the questionnaire has been determined to be valid and reliable.

All participants completed questionnaires, ensuring that all data would be kept private and used strictly for the objectives of this study. The questionnaire was designed online using Microsoft Forms

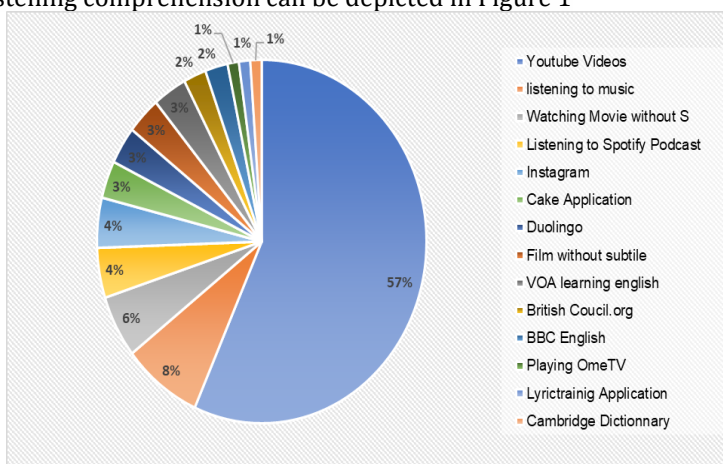
and was supposed to take approximately 15 to 20 minutes to complete. Two weeks were given to participants to complete the survey thoroughly.

As a follow-up to the questionnaire results, semi-structured interviews were conducted to ascertain the difficulties or obstacles EFL students and EFL teachers experienced in using online learning resources. To wit, they assessed the scope and quality of their perspectives due to their listening experiences. The interviews were recorded and then transcribed verbatim for analysis.

## Results

### ***Q1: How do EFL learners perceive online learning resources in mastering listening?***

Results of an open-ended survey from EFL learners' perspectives toward the utilization of online learning resources in enhancing their listening comprehension can be depicted in Figure 1



**Figure 1. EFL Learners' Experiences in Using Online learning resources in Mastering Listening Comprehension**

According to Figure 1, EFL students were more likely to use YouTube as a language learning resource than other resources. They consumed YouTube at a rate of more than 50% mastering English, especially in mastering listening skill. This finding is verified by the interview results included in the following extracts, with E referring to the interview excerpt and T to the EFL teacher and L to EFL learners.

E1 : *"I frequently learn from YouTube because it makes the process of learning English much more enjoyable, and for me, learning to use videos helps me comprehend the content more quickly."* (L3).

This finding aligns with the previous study that YouTube videos as learning materials are rising due to a content-based instructional (CBI) approach to English language teaching (ELT). Additionally, YouTube provides authentic learning, enriching the student learning experience and preparing graduates for future jobs [5]. To succeed in English as a second language (EFL), students must access authentic resources and a supportive learning environment [7].

Furthermore, this data demonstrates that students in English classes use a variety of tools to improve their listening skills. EFL learners master English, particularly listening comprehension, by frequently involving the usage of applications related to listening to music, which account for approximately 8% of the total. In addition, another Source, Films without subtitles, were deemed as favourite online English media or resources in enhancing their listening abilities. The use of movies as language learning materials emphasized the importance of establishing techniques for informal settings, particularly mobile settings, for ELT majors who are lifelong learners [6].

Interestingly, four students from 90 students in the study choose to enhance their listening abilities by listening to Spotify podcasts. To wit, listening to podcasts can assist students in developing a more self-sufficient ability for English learning [8]. Podcasts are a teaching medium that can boost knowledge and motivation in listening mastery among students with poor English language abilities [9].

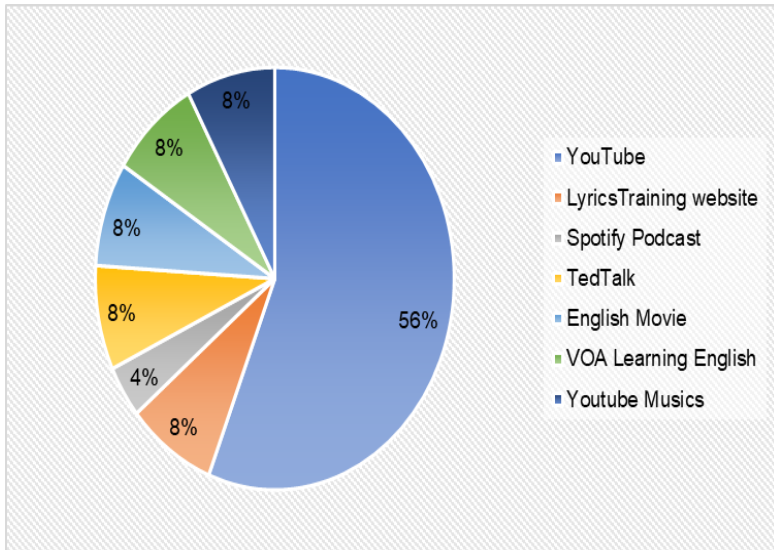
Some applications can be installed on Android or viewed on Windows, such as Duolingo cake applications and lyrical training applications. However, its usage occurs only in part or at a very low rate. Only 1% of people use the OmeTV program for mastering listening comprehension and utilize the Cambridge dictionary. When learners are learning a new language, it is essential that they listen to the target language in context rather than as isolated words or sentences.

To sum up, these findings, it can be inferred that YouTube is a prevalent educational resource for EFL students. Students are

more likely to use YouTube to improve their listening skills than other applications. Therefore, EFL teachers need to develop their capabilities in the use of technologies to produce instructional videos that can be published on YouTube. Additionally, teachers should promote listening material in the form of learning to listen to music and podcasts that can be obtained via Spotify or YouTube music. As a result, students can engage in additional learning activities aimed at increasing their listening comprehension.

**RQ 2: How do EFL teachers perceive online learning resources in mastering listening skills?**

Figure 2 illustrates EFL teachers' experiences in utilizing online learning resources in teaching listening class.



**Figure 2. EFL Teachers' Experiences in Using Online learning resources in Teaching Listening Class**

Meanwhile, the teacher's perspective on selecting learning resources in mastering listening comprehension can be seen in Figure 2. It shows that the teacher's point of reference when it comes to teaching listening class. Interestingly, EFL teachers' perspectives of listening learning resources showed that YouTube contributes to the successful learning resources in mastering listening class. This

finding is relatively similar to the students' responses, where 56% of teachers believe that YouTube is a favourite learning resource for teaching listening. The interview results of the EFL teachers support this data, as can be seen in Excerpt 2.

E2: *"I think learning English through YouTube has a huge impact on Listening skill since students can receive material in the form of audio-visual and motion pictures, which enables them to grasp the material more quickly, practically, and enjoyable". (T1).*

Additionally, it shows their understanding of the benefits of using interactive strategies to acquire content and improve pronunciation [10]. YouTube is regarded as a learning resource that may provide authentic listening comprehension materials since it enables students to develop their language abilities through observation of many variations in communication practice [11]. Nevertheless, there are certain drawbacks to using YouTube to find instructional information. Teachers need to devote more time to previewing and selecting language and context films appropriate for classroom use and preparing exercises for their students based on the videos [5].

However, when the number of variations in learning resources is considered, it becomes clear that there is a minimal variation from the teacher's perspective. The teacher utilizes lyrics training, which is also popular among teachers due to the program's apparent effectiveness and utility in boosting listening abilities. It is a strong possibility, as children benefit from listening to music while they learn. Additionally, with lyric training, pupils can be assigned songs that are both popular and enjoyable. This finding is corroborated with the result of the interview in Excerpt 3.

E3 : *"Listening to music from anywhere and watching movies makes the learning atmosphere interesting and fun and easier to my learners" (T2)*

Nowadays, many people, especially those who grew up with smartphones, seem to like listening to music. These findings suggest that songs can be utilized to teach English multi-word units or expressions. From an ELT standpoint, songs have the ability to reach a diverse audience [12]. The previous research shows that the group taught through listening to music outperformed the control group in memory [12].

Additionally, a source of listening education is consistent with students' perceptions, namely Spotify podcasts. This podcast is nearly identical to student impression, although the number is significantly higher at 8%. Besides, English films were also considered an effective online learning source. Students can benefit from learning materials in the form of films by better comprehending the context of the situation and gaining greater practical mastery of the language [3]. It means that the learning resources that we as teachers must prepare must be diverse—beginning with podcasts.

Furthermore, VOA (Voice of America) was considered a popular source for teaching listening comprehension to increase pupils' enjoyment of learning via a website. This finding is supported by the result of the interview in E5. This finding was supported with the previous study that VOA or BBC news resources can give students current information and language practice, as well as cultural awareness and practice with their listening ability [3].

*E5 : "Why I suggested to use VOA learning English website because the content offered by VOA websites covers a vast variety of subjects, the focus appears to be on western countries, particularly American culture." (T1)*

Lyrictraining website was also considered as the potential online learning resource in listening instruction. According to prior research, using the LyricsTraining application in the Basic Listening course can help students enhance their English mastery, particularly in terms of pronunciation, vocabulary knowledge, and listening skills [13].

Furthermore, in providing listening materials from a lecture or long talk, TEDtalks website was deemed as the favourite online learning resource. A prior study confirmed that watching TEDTalks benefits Indonesian EFL students by assisting them in acquiring new vocabulary, developing their listening comprehension, and increasing their enthusiasm [14].

## **Conclusion**

This study investigated perspectives of EFL teachers and EFL learners on online learning resources in mastering listening comprehension instruction. Over half of EFL students accessed YouTube to learn more listening comprehension with authentic learning videos. They also believed in various online learning

resources in mastering listening proficiency, including listening to music, Spotify podcasts to Duolingo, VOA learning English, BBC News, lyrical training applications, OmeTV, and Cambridge dictionary. Meanwhile, EFL teachers' perspectives on choosing online resources show that YouTube, lyrics training website, Spotify podcast, TEDTalk, English movie, and YouTube music are fruitful in listening instruction. Like EFL students, EFL teachers believed that YouTube plays a significant learning resource in mastering English listening comprehension. Therefore, EFL teachers must learn how to use technology to create educational videos for YouTube in order to enhance students' learning engagement in listening class.

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## EMBRACING SOCIETY 5.0 WITH HUMANITY

Society 5.0 is a concept presented by the Japanese as a core concept of their economic system. They believed that technology should not surpass the intelligent of men. As such, in society 5.0 the Japanese government would like to ensure that all technological things are designed to be a human-centered design. In fact, their ministry of education in 2018 has also been readily prepared the future generation through a change in their education system. For example, the minister explains that in Japan, or many parts of the world, university entrance are divided into two main concentrations, which are science and social science. The minister thought of changing the system, as society 5.0 is about creating a technology that is human centered. For instance, they gave an example on designer babies. If, people from hard science learn about philosophy, ethics, and humanities, they won't face such ethical concern when developing a product. This is what is being envision by the Japanese government for their younger generation. Collaboration between science and social science is necessary to build a better environment for our future children. Another example is the companies in Japan, such as Hitachi and Fujitsu has already been implementing this 5.0 by designing product that relied fully on technology but puts human at its center (Hitachi, 2017).

Likewise, it is currently a hot topic in Indonesia. Indonesia as a country with the 4th largest population in the world has not been implemented this concept. Our country is still on the industry 4.0. Yet, with the rising interest in AI, Blockchain, NFT, number of unicorn start-up, and all recent technological changes, our country are ready to compete with any other countries in Southeast Asia. Society 5.0 is coming, and we need to embrace it. To prepare with the society 5.0, It is not only the technological side. It is necessary for us to have a strong principle at hearts that based on our belief system. We, as an Indonesian have known to be religious that most of us believed in God. We also commonly practice our religion and tend to be kind to people because we know God would love our good deeds. I personally think that this will help us to move forward and live together with advanced technology.

Technology begets a very important leap in human's life journey. It is important to keep valued of the benefit but it's more important to look out for the human itself. As its purpose is smarter than us, to help us, it will be very ideal if we embrace the technology using our ability to be kind.



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